Syllabus
Course description

Course title:	**Prevention of bullying and cyberbullying and promotion of psychological wellbeing from kindergarten to early adolescence (lez.)**
Course year:	Opzionale
Semester:	1
Course code:	12549
Scientific sector:	M-PSI/04
Lecturer:	Amadori Alberto
Module:	No
Lecturer other module:	/
Credits:	2
Total lecturing hours:	20
Total Hours of availability for students and tutoring:	6
Office hours:	from Monday to Friday upon appointment
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course description:	Bullying and cyberbullying are serious forms of victimization that severely affect children who have been victims in the course of their growth, producing long-term personal and social consequences that can last till adulthood. The first environment in which dysfunctional relational models can be observed is the school context, wherein children experience the interaction with peers. Peer interactions can foster positive development, but can also represent a risk factor for mental health, especially when bullying is involved. This course aims to offer a broad perspective on the social dynamics in the peer group from kindergarten to primary school, considering bullying and cyberbullying as relational and systemic dysfunctional processes. Moreover, whole school approach programs and strategies to prevent and contrast bullying and cyberbullying will be presented, focusing on those programs aimed at promoting prosocial behaviors in the peer group.
Specific educational objectives:	To acquire knowledge on risk factors of bullying and cyberbullying, according to a socio-ecological approach. To analyze the group dynamics involved in the phenomenon of bullying and cyberbullying. To understand the pervasive effects of bullying and cyberbullying on psychological wellbeing and development. To learn the principles and the methodologies informing some evidence-based school interventions against bullying and cyberbullying.
List of topics covered:	Central themes of the course will be: - Definition of bullying and cyberbullying. - Bullying at early ages: is unjustified aggression in Kindergarten predictive of bullying in school age? - The roles and the dynamics in the groups involved into bullying. - Consequences of bullying and cyberbullying on mental health and wellbeing. - Learning to deal with bullying: coping and soft skills interventions for the prevention and contrast of bullying and cyberbullying at school. - Developing effective strategies to address cyberbullying in

	primary education: integrating approaches for both in-school and online environments. • Evidence based interventions for the creation of a safe and welcoming environment in the classroom: Peace Pack, Kiva, Convivencia, Seed. • Ministerial guidelines to combat bullying and cyberbullying
Teaching format:	Lect: Discussion of case studies, debate, group work, role play; a collaborative learning environment will be created so that students can better understand the social processes beyond cooperative activities.
Learning outcomes:	Knowledge and understanding Students: • have earned theoretical knowledge about the phenomena of bullying and cyberbullying • Have demonstrated a systematic understanding of bullying precursors at early school ages • Know how to detect the early onset of bullying and cyberbullying behavior • Know the main intervention programs against bullying in preschool and primary school Applying knowledge and understanding Students: • can apply their knowledge, experience, and problem-solving abilities in a school-related context • know which actions must be undertaken in case of bullying/cyberbullying in school context, according also to the Ministerial guidelines • know and can competently choose/use the evidence-based interventions to support the pupils' wellbeing at school Making judgments Students: • can use their gained knowledge to understand the social dynamics and the eventual risks in their work environment • can merge the theoretical and applied knowledge to improve their work-efficacy Communication Skills Students: • can communicate their knowledge, ideas, and conclusion to specialist and non-specialist audiences clearly and unambiguously; • use effective communication skills in dealing with bullying episodes, with families, children and other actors involved. • can manage ad adequate linguistic register according to the different audiences Learning skills Students: • have developed a deeper awareness of their coping skills and their emotional management under stressful conditions, in order to undertake further studies and learning opportunities with a higher degree of autonomy and awareness. • can use their learning skills to provide themselves with a life long learning approach
Assessment:	Students are required to produce a work-project based on the assignments given during the course. They are required to work during the classes to build a complete portfolio regarding 1) theoretical knowledge; 2) precursors of bullying and early onset in school context; 3) interventions to prevent and contrast bullying/cyberbullying at school. The portfolio can be developed as group work. During the exam, students are required to present and discuss with the commission their work-project individually.
Evaluation criteria and criteria for awarding marks:	For the groupwork the following dimensions will be considered and evaluated: relevance of the literature review logical structure, argumentative clarity, lexical appropriateness and

	completeness. The groupwork will account for a 30% of the overall evaluation. In relation to the oral exam, the following dimensions will be considered and evaluated: relevance, argumentative clarity, critical analysis skills, ability to re-elaborate and to reflect on the experience made during the course, demonstrating basic ability to connect theory with practice. The oral exam will account of the 70% of the global evaluation.
Required readings:	The bibliographic references will be provided during each lect., and they will be available on a specific Teams created for the course
Supplementary readings:	Further bibliographic references will be provided during the course.